

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)



ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 8 TERM 1

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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- Please note that a EFAL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from www.nect.org.za
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.



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Planner & Tracker for Recovery ATP

First Additional Language: English

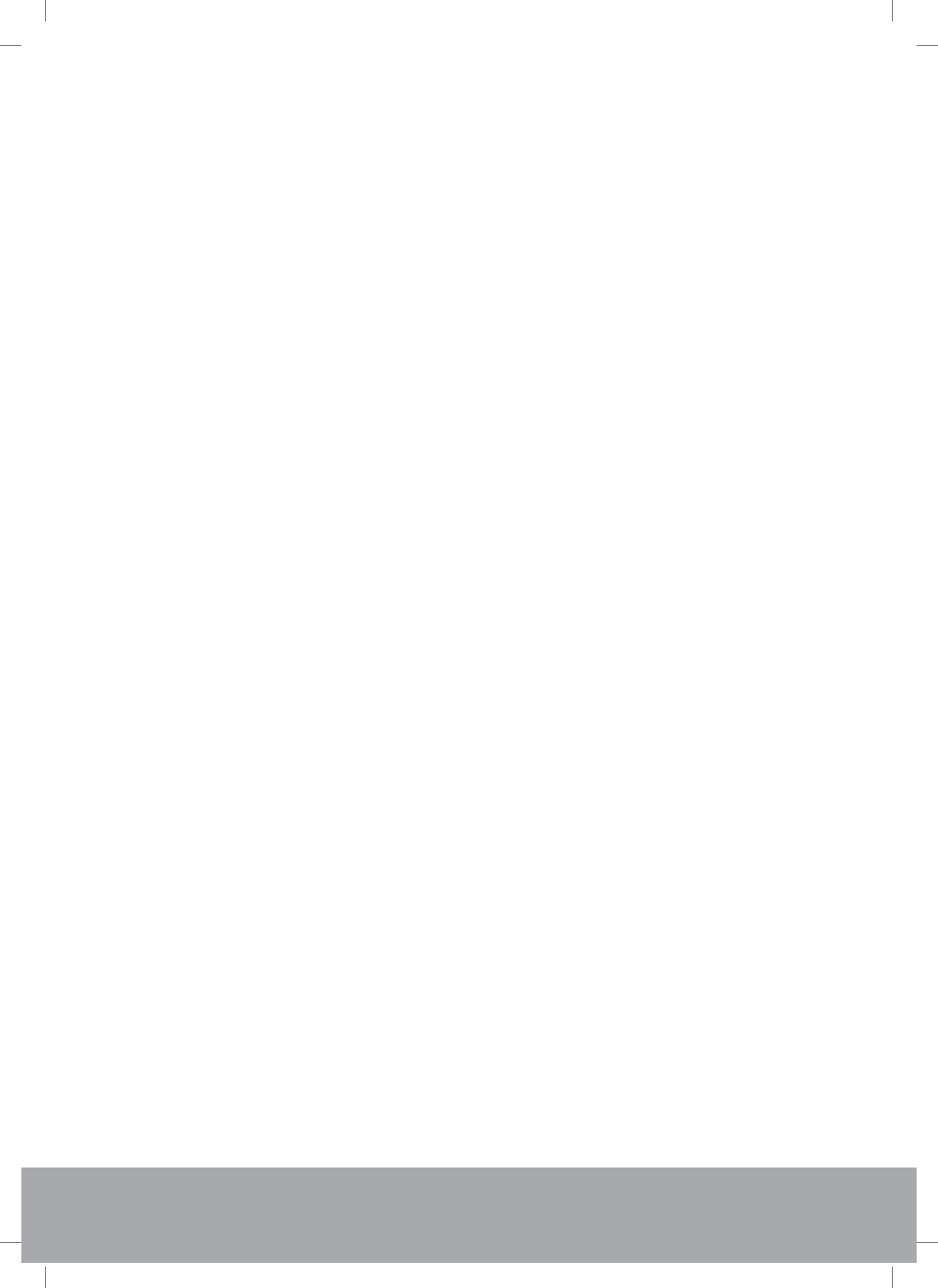


Grade 8 Term 1



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Introduction

Dear Senior Phase Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to 'normal schooling', we all have to work smarter and harder to ensure that our system recovers.

For Senior Phase EFAL teachers, it becomes more important than ever for you to focus on developing learners' mastery of reading, comprehension and writing skills, and on the acquisition of English cognitive academic language. South Africa needs you to do your very best to equip your learners with these skills.

This document is designed to help you achieve this. By systematically working through this plan, we are confident that you can address the loss of teaching and learning time, and bring your learners to the level where they need to be.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building our nation.

With very best wishes for the term ahead,

The NECT EFAL Team



Recovery ATP Requirements

- In the Recovery ATP, key skills and content are frequently repeated, which is essential for the development of language competency.
- This summary is a cohesive list of all skills and content included in the Recovery ATP.

SUMMARY: LISTENING & SPEAKING

1 Engage with different kinds of texts (information, literary, etc.) as follows:

- a** Listen to the text for understanding
- b** Identify main and supporting ideas by making notes, checklists and summaries
- c** Paraphrasing and retelling
- d** Take notes
- e** Ask and answer questions
- f** Share ideas and experiences
- g** Identify persuasive/manipulative techniques
- h** Activate background knowledge
- i** Estimate purpose of the text
- j** Seek for meaning
- k** Tone and register
- l** Targeted audience
- m** Role play what happened
- n** Agree in the version/meaning seen
- o** Identify and explain language use

2 Understand and use conventions for oral presentations, including:

- a** Correct vocabulary
- b** Correct language structures
- c** Correct conventions
- d** Effective introduction and ending
- e** Respond to text
- f** Choose and research topic
- g** Appropriate topic choice
- h** Coherent information organization
- i** Include examples
- j** Practicing and presenting

3 Understand and use appropriate structures for oral presentations, for example:

- a** Introduction, body, conclusion
- b** Giving directions
- c** Discussions

4 Understand and use conventions for group discussions, including:

- a** Brainstorming
- b** Select relevant ideas
- c** Sequence main ideas

SUMMARY: READING & VIEWING

1 Understand and use the Reading Process, including:

- a Pre-Reading (Introduce the text)
- b During Reading (Features of the text)
- c Post Reading (Answer questions, compare and contrast, evaluate, etc.)

2 Reading of a literary texts:

- a Focus on text features
 - Format
 - Target audience
 - Layout
 - Language usage
 - Purpose
 - Titles
 - Headings
 - Illustrations
 - Captions
 - Parts of a book
- b Develop comprehension of:
 - Character
 - Characterisation
 - Setting
 - Narrator
 - Theme
 - Plot and conflict
 - Background / milieu

3 Reading of transactional and information texts

- a Focus on text features
 - Format
 - Language use
 - Target audience
- b Summarise ideas

4 Reading of Poetry

- a Understand the key features of a poem
- b Understand internal structure, including:
 - Figures of speech
 - Imagery
 - Rhyme
 - Rhythm
- c Understand external features, including:
 - Lines
 - Words
 - Stanzas
 - Typography
 - Figurative meaning
 - Mood
 - Theme
 - Message

SUMMARY: READING & VIEWING

5 Understand and use strategies for Reading for Comprehension, including:

- a Skim for main ideas
- b Scan for supporting details
- c Main and supporting ideas
- d Make predictions
- e Intensive read for comprehension, including:
 - The meaning of words
 - Fact and opinion
 - Implied meaning (inference)
 - Viewpoint of writer
 - Manipulative language
 - Selection and omission of text
 - Language and images inference

SUMMARY: WRITING & PRESENTING

1 Understand and use Process Writing, including:

- a Planning & Planning strategies (e.g. mind maps)
- b Drafting
- c Revision
- d Editing
- e Proof reading and presenting

2 Learn about and write Transactional and Literary Texts, for example: newspaper article, directions/ instructions, revision of essays

3 Understand and use the conventions for writing Transactional Texts, including:

- a Requirements of format and style
- b Target audience, purpose and context
- c Personal voice, tone, register
- d Word choice
- e Language structures
- f Formal style
- g Logical order of text
- h Main and supporting ideas
- i Sentence structure, length and type
- j Use of conjunctions to ensure cohesion
- k Selection and use of visual design elements, including symbols, colour, placement (when required)

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

1 Word Level Work

- a Comparative and superlative adjectives
- b Conjunctions
- c Abstract and concrete nouns
- d Regular and irregular verbs
- e Main and auxiliary verbs
- f Common and proper nouns

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

2 Sentence Level Work

- a Topic sentences
- b Statements
- c Main and supporting statements
- d Simple and compound sentences
- e Chronological order
- f Order of importance
- g Descriptive paragraphs
- h Persuasive and emotive language
- i Bias and prejudice
- j Stereotypes
- k Rhetoric devices
- l Present and past tenses

3 Punctuation & Spelling

- a Spelling patterns
- b Exclamation marks
- c Full stop
- d Comma
- e Ellipsis
- f Quotation marks

4 Word Meaning

- a Figurative
- b Literal
- c Contextual
- d Synonym
- e Antonym
- f Denotative
- g Connotative

5 Vocabulary in context



Recovery Teaching and Learning

Now more than ever it is important to maximise the impact of EFAL teaching and learning.

This can be done in the following ways:

- 1 Create and follow a cycle routine.** Do the same kinds of lessons, in the same order over a two-week period. As learners become familiar with the routine and lesson types, they can focus on the content of the lesson, rather than trying to work out what is expected of them.
- 2 Explicitly teach vocabulary.** Learners need to acquire cognitive academic language proficiency (CALP). This is the kind of language that will help them to express themselves at an academic level. Select the vocabulary to teach from the theme reading texts and related concepts. Give learners multiple opportunities to use the new vocabulary in all the different skills: listening, speaking, reading, and writing.
- 3 Support learning through scaffolding.** Model all activities – show learners what is expected of them, rather than telling them. Provide frameworks for written work. These frameworks should model the correct format and structure of a genre. Make the use of scaffolding optional – learners who do not need the support should not have to use it.
- 4 Support learning through repetition.** Always remember that EFAL is an additional language. Carefully structured repetition can be a powerful language learning tool. Read texts a number of times, focussing on different aspects with each read. Use the same texts for a number of different activities, to allow learners to deepen their understanding of the text and related concepts and to consolidate vocabulary.

Creating a Routine for Language Learning

- One of the best ways to ensure that time allocation is CAPS compliant, and that all ATP skills and content are covered, is to develop and use a **routine for language learning**.
- In each **2-week cycle**, all the components of language learning must be covered as follows:

CAPS TIME ALLOCATION	GRADES 7–9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
TOTAL	10 HOURS

- What follows is an example CAPS-aligned cycle routine, that you may choose to use
- Following this example routine and the example lesson activities will ensure that:
 - a The CAPS time allocations for each component are correct
 - b The CAPS skills and content requirements are met
 - c There is a logical progression from receptive language to expressive language in every theme
 - d Learners are supported through repetition and scaffolding
 - e The learning programme is text-based and communicative, as per CAPS
- When planning the content for each cycle, please consider:
 - a A theme for each cycle. The 'Planner & Tracker' framework from page 9–23 includes suggested themes, texts and activities for all the approved LTSM.
 - b The 'Summary of the Recovery ATP' on pages 2–5. For each lesson, please consider the specific skills and content that will be covered.

Example 2 Week Cycle Routine and Lesson Activities for SP EFAL

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
1	1	LSC	Oral: introduce theme, activate background knowledge, teach theme vocabulary	30 minutes	30 minutes			
		L&S	Listening: learners listen to text/teacher input, answer questions	30 minutes		30 minutes		
	2	L&S	Speaking: learners discuss listening text/teacher input	30 minutes		30 minutes		
		R&V	Shared Reading Pre-Read: explain the text features, learners skim and scan text, make predictions	30 minutes			30 minutes	
	3	LSC	Oral: teach theme vocabulary, word level work	30 minutes	30 minutes			
		R&V	Shared Reading First Read: read text aloud as learners follow, ask and answer questions, introduce LSC in context	30 minutes			30 minutes	
	4	W&P	Teach and practice LSC: that will be used in writing task	30 minutes				30 minutes
		R&V	Shared Reading Second Read: re-read text, ask and answer questions, discuss text, learners formulate own questions about text	30 minutes			30 minutes	
	5	R&V	Paired / Independent Reading: explain text features, learners complete reading and comprehension activities	60 minutes			60 minutes	

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
2	1	R&V	Comprehension: explicitly teach learners to use a comprehension strategy	30 minutes			30 minutes	
		R&V	Shared Reading Post-Read: learners complete an activity related to text	30 minutes			30 minutes	
	2	W&P	Writing – Teach the Genre: tell learners the writing task and topic for cycle, teach the writing genre by explaining the format, text features, style and register	30 minutes				30 minutes
		W&P	Writing – Planning: remind learners of the task and topic, provide a planning scaffold, model how to plan the writing task, learners complete their own plans using the scaffold	30 minutes				30 minutes
	3	W&P	Writing – Drafting: provide drafting scaffold, model how to use your plan and the drafting scaffold to write a draft, explain the editing criteria, learners complete their own drafts using the scaffold	60 minutes				60 minutes
		W&P	Writing – Editing: provide an editing checklist, explain the editing checklist, model how to use the editing checklist to edit your draft, learners edit their own or partner's drafts using the editing checklist	30 minutes				30 minutes
	5	W&P	Writing: Publishing & Presenting: model how to publish (rewrite edited script; add title; illustrate), learners publish their own edited scripts and share their final scripts with partner / whole class	30 minutes				30 minutes
		L&S	Oral Presentations: explain the oral presentation task, explain the conventions and criteria for the task, learners prepare their own oral presentations, call on different learners to present their orals	60 minutes		60 minutes		
				10 hours	1 hour	2 hours	3 h 30 min	3 h 30 min



Curriculum Planner: Cycle 1

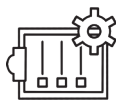
Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 3: Pictures in our world (pg. 33) In this chapter, you will learn about pictures and images in printed media and poetry. Learners will read critically to find the difference between fact and opinion, and write a letter to a person in a photograph.	<ul style="list-style-type: none"> Listen to multimedia text Read aloud an article on a brochure Class discussion Activity 1 (pg. 35) – Discuss the meaning of an image Activity 4 (pg. 37) – Listen to an information article and take notes	Activity 6 (pg. 40) – Read an article and answer comprehension questions	<ul style="list-style-type: none"> Write/design a brochure Activity 10 (pg. 43) – Write a friendly letter
<i>Oxford Successful</i> Oxford University Press	Unit 3: Roles we play in life We have many people in our lives who play different roles in our lives – a teacher, a family member or a friend. We all play roles in our lives and it is important to think about how you affect other people's lives.	Activity 2: Listen to an extract from a short story Activity 8: Discuss a multimodal text	Activity 4: Read a short story Activity 9: Read a poem	Activity 13: Write a friendly letter
<i>Spot on</i> Pearson Marang	Module 3: For the love of sport (pg. 20) South Africa is a sports-mad country. Come Saturday afternoon, people are either glued to their television sets or out somewhere chasing a ball. Sport has the ability to unite the nation and to make its people fitter and healthier. Module 3 therefore celebrates the power of sport and the lessons it teaches.	Activity 3.1 (pg. 24) – Listening comprehension Activity 3.2 (pg. 24) – Discussing a magazine cover as a visual text	Activity 1.1 (pg. 21) – Read a column intensively	Activity 4.1 (pg. 25) – Write a friendly letter

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Platinum</i> Maskew Miller Longman</p>	<p>Chapter 3: Learning about the past (pg. 29) Learning about history and the past is very important to understand our present. We can learn about the past in a number of ways – by reading books or talking to our elders. In this chapter, learners will learn about an important date in South African history: 16 June 1976.</p>	<ul style="list-style-type: none"> • Listen to multimedia text • Read aloud an article on a brochure • Class discussion <p>Activity 5 (pg. 33) Listen to a text Activity 2 (pg. 30) Read a television script Activity 3 (pg. 30) Discuss a script</p>	<p>Activity 6 (pg. 34) Read a poem</p>	<p>Activity 9 (pg. 38) Write a friendly letter</p>
<p><i>Top Class</i> Shuter & Shooter</p>	<p>Unit 3: The magic of everyday life (pg. 27) In this unit we focus on stories that deal with everyday life. Even the most ordinary aspects of everyday life can be amusing or interesting if they are viewed in the right way.</p>	<p>Activity A (pg. 27) – Discuss a cartoon Activity B (pg. 28) – Reconstruct a scene</p>	<p>Activity D (pg. 29) – Read an extract from a novel</p>	<p>Activity K (pg. 36) – Write a friendly letter</p>
<p><i>Via Afrika</i> <i>Via Afrika</i></p>	<p>Unit 3: Birds of a feather (pg. 28) In this unit, learners will think about proverbs. They will also explore the topic of friendship and think about why we make friends with certain people.</p>	<p>FAT 1 (pg. 29) – Talk about and listen to the meaning of proverbs</p>	<p>Activity 1 (pg. 32) – Read an extract from a novel and fill in a table Activity 2 (pg. 35) – Answer questions about a text</p>	<p>Activity 4 (pg. 37) – Write a friendly letter</p>
<p><i>Clever English</i> <i>Macmillan South Africa</i></p>	<p>Unit 3: Murder and mystery (pg. 30) Do you fancy yourself to be a great sleuth? Do you always correctly predict who the murderer is when you watch TV with your family? If so, this unit's for you!</p>	<p>Activity 1 (pg. 31) – Hold a group discussion Activity 2 (pg. 32) – Listen to a text and answer questions Activity 4 (pg. 34) – Tell a story</p>	<p>Activity 3 (pg. 221) – Read a passage and answer the questions that follow Activity 5 (pg. 35) – Reading comprehension</p>	<p>Activity 6 (pg. 226) – Write a diary entry</p>

Plan Your Lessons For Term 1 Cycle 1

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 12)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
R&V		30 min	Shared Reading First Read			
2	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
		R&V	30 min	Comprehension		
	1	R&V	30 min	Shared Reading Post-Read		
2		W&P	30 min	Writing – Teach the Genre		
	3	W&P	30 min	Writing – Planning		
4		W&P	60 min	Writing – Drafting		
	5	W&P	30 min	Writing – Editing		
			30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 2

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 4: Smoke free is healthy (pg. 45) In this chapter learners will look at how smoking affects our health. Learners will look at how the topic of smoking is explored in various magazine articles and texts.	<ul style="list-style-type: none"> Listen to/view a visual audio/multimedia text Listening comprehension Activity 4 (pg. 48) – Discuss people’s opinions	<ul style="list-style-type: none"> Read a newspaper/magazine article Activity 1&2 (pg. 46) – Read a magazine article and answer questions	<ul style="list-style-type: none"> Writes a longer/shorter transactional text e.g. newspaper article Activity 8 (pg. 193) – Write a magazine article
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 4: Language in the media In this unit, learners are going to focus on reading, writing, and speaking about magazine articles. There are many different types of magazines and magazine articles. In this unit, learners will read and discuss different magazine articles and write an article of their own.	Activity 2: Participate in a group discussion Activity 4: Unprepared speech on a magazine article	Activity 1: Read a magazine article	Activity 6: Write a magazine article based on a photograph
<i>Spot on</i> Pearson Marang	Module 4: Dare to be wise (pg. 27) We are lucky: in a democracy we are not only allowed to, but must question everything! With our vote comes the responsibility to detect truth. Nobody has to drink poison because he or she is clear-eyed and sharp-minded; not in our country and in our time. This module will focus on critical thinking. Use the right to think for yourself!	Activity 1.1 (pg. 28) Saying unprepared speeches	Activity 2.1 (pg. 29) Reading an extract from a magazine article	Unit 6 (pg. 33) Writing a magazine article

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 4: So many ways to speak (pg. 43) To convey a message more effectively when we speak – we use things like body language and facial expression. In this chapter learners will explore the mechanisms of communication.	<ul style="list-style-type: none"> Listen to/view a visual audio/multimedia text Listening comprehension Activity 1 (pg. 43) – Talk about body language Activity 4 (pg. 47) – Have a group discussion	<ul style="list-style-type: none"> Read a newspaper/magazine article Activity 2 (pg. 44) – Read a newspaper article	<ul style="list-style-type: none"> Writes a longer/shorter transactional text e.g. newspaper article Activity 6 (pg. 51) – Write a newspaper article
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 4: Multicultural moments (pg. 40) In this unit, learners will look at newspaper articles that celebrate our rich cultural heritage.	Activity A (pg. 40) – Group discussion on a newspaper article Activity B (pg. 42) – Give an unprepared speech Activity 2 (pg. 41) – Hold a group discussion	Activity C (pg. 42) – Read a newspaper article	FAT 2 (pg. 49) – Write a newspaper article
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 4: Things that matter In this unit, learner will listen to and read about several important topics. They will see how these topics are written about in different forms.	Activity 1 (pg. 45) – Listen to a text and write on the speech Activity 2 (pg. 47) – Group discussion on listening text	Activity 3 (pg. 44) – Read and answer questions about a magazine article	FAT 2 (pg. 49) – Write a short newspaper article and a reflective essay
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	Unit 4: On your marks! (pg. 44) The saying 'It's just not cricket' is an expression for something that is just not right or just not fair. In this unit you will discover that life is not about what is fair and what isn't – it's about what you make of your opportunities.		Activity 3 (pg. 48) – Read a newspaper article Activity 4 (pg. 50) – Answer questions	Activity 6 (pg. 54) – Write an article

Plan Your Lessons For Term 1 Cycle 2

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 15)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
	W&P	30 min	Writing: Publishing & Presenting			
	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 3

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 1: Everyone belongs (pg. 17) In this chapter, learners will learn about fitting in, feeling left out and including others. They will also learn about getting organised and practice listening for information.	<ul style="list-style-type: none"> • Discussion • Listening comprehension for summary writing 	<ul style="list-style-type: none"> • Reads a literary text like a youth novel • Summary writing introduction 	<ul style="list-style-type: none"> • Write a narrative/reflective essay • Summarise chapter based on novel chapter
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 1: Negotiating your way We use negotiation in our lives every day. This chapter explores the various ways people use negotiation to get what they want.	<p>Activity 1 & 2 (pg. 10) – Listen to a text and answer questions</p> <p>Activity 8 (pg. 15) – Hold a group discussion</p>	<p>Activity 4 (pg. 12) – Read an extract from a short story</p> <p>Activity 5 (pg. 13) – Answer comprehension questions</p>	Activity 10 (pg. 17) – Write a reflective essay
<i>Spot on</i> <i>Pearson Marang</i>	Module 1: Loving the land (pg. 4) South Africa has a diverse cultural background. In this module, learners will look at the different cultural and language backgrounds in South Africa.	<p>Activity 4 – Listen to and take notes of main and supporting ideas</p> <p>Activity 6 – Take part in a group discussion</p> <p>Activity 1.1 (pg. 5) Discussing the literal and figurative meaning of a title</p> <p>Activity 1.2 (pg. 5) Listening to a passage and taking notes</p> <p>Activity 1.3 (pg. 5) Answering questions on a listening comprehension</p>	<p>Activity 8 – Read a short story</p> <p>Activity 3.1 (pg. 7) Reading a text intensively</p> <p>Activity 3.2 (pg. 7) Answering questions on a comprehension passage</p>	Activity 11 – Write a narrative essay
				Unit 5 (pg. 9) Reflective essay

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> Maskew Miller Longman	Chapter 1: Let's play (pg. 1) Sport is important to many people for different reasons. Some people like to take part in sport, and some like to watch sport. In this chapter learners will explore the world of sport.	<ul style="list-style-type: none"> • Discussion • Listening comprehension for summary writing Activity 2 (pg. 2) Discuss females in sport Activity 3 (pg. 2) Listen to an information text	<ul style="list-style-type: none"> • Reads a literary text like a youth novel • Summary writing introduction Activity 5 (pg. 6) Read a short story	<ul style="list-style-type: none"> • Write a narrative/reflective essay • Summarise chapter based on novel chapter Activity 6 (pg. 9) Write a narrative essay
<i>Top Class</i> Shuter & Shooter	Unit 1: Food for thought (pg. 1) In this unit, learners will think about food, the language that is used to describe food and food stories.	Activity B (pg. 1) – Listening comprehension Activity C (pg. 2) – Discuss your own food stories	Activity E (pg. 4) – Read a short story Activity F (pg. 7) – Compare two short stories	FAT 2 (pg. 8) – Write a narrative essay
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 1: New beginnings (pg. 6) In this unit, learners will read and listen to various texts about someone's first day at school. Learners will explore how this topic can be written in different genres.	Activity 1 (pg. 7) – Analyse back to school adverts Activity 2 (pg. 8) – Listen to a text and answer questions	Activity 6 (pg. 14) – Read and answer questions about a news story	Activity 8 (pg. 17) – Write a story
<i>Clever English</i> <i>Macmillan South Africa</i>	Unit 1: Breaking the ice (pg. 1) First impressions are lasting. In this unit learners will explore what it takes to really get to know someone.	Activity 1 (pg. 2) – Listen for and record information Activity 2 (pg. 3) – Listen to a poem	Activity 5 (pg. 7) – Read a passage and answer questions	Activity 6 (pg. 8) – Write a narrative essay

Plan Your Lessons For Term 1 Cycle 3

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 18)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
2	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 4

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 5: Food for health (pg. 57) In this chapter you will learn about healthy food, listen to a report, read and learn to an investigative report.	<ul style="list-style-type: none"> Oral presentation on newspaper article/ editorial/investigative report Listening comprehension <p>Activity 1 (pg. 58) – Listen to an article Activity 2 (pg. 58) – Listening comprehension</p>	<ul style="list-style-type: none"> Read an information text e.g. newspaper article/ investigative report/ editorial Comprehension <p>Activity 5 (pg. 61) – Read an investigative report Activity 6 (pg. 62) – Answer questions about the report</p>	<ul style="list-style-type: none"> Write a transactional text e.g. newspaper article/ investigative report/ editorial <p>Activity 10 (pg. 65) – Write an investigative report</p>
<i>Oxford Successful</i> Oxford University Press	Unit 5: Language for different purposes In this unit, learners will explore the topic of business and entrepreneurship. They will look at how language is used when reading and writing about this topic. They will also think critically about how to best use language in an investigative report.	Activity 1: Listen for main and supporting ideas	Activity 2: Read an investigative report	Activity 6: Write an investigative report
<i>Spot on</i> Pearson Marang	Module 5: Asking the right questions (pg. 20) Asking the right questions can be very useful. In this module learners are going to see that sometimes it is more important to ask the right questions than to receive answers. Learners will learn how to research facts, interview classmates and write a report on their findings.	<p>Activity 5.1 (pg. 43) – Listen to an interview</p> <p>Activity 5.2 (pg. 43) – Comprehension questions</p>	Activity 1.1 (pg. 39) – Read a report intensively	Activity 6.1–6.3 (pg. 44) – Formulate questions, conduct an interview, and write an investigative report

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 5: Alcohol and teenagers (pg. 55) It is against the law for people under the age of 18 to buy or drink alcohol. There are many dangers associated with drinking alcohol – especially for underage teens. In this chapter, learners will read more about this problem in detail.	<ul style="list-style-type: none"> Oral presentation on newspaper article/ editorial/investigative report Listening comprehension <p>Activity 1 (pg. 55) Talk about a photograph Activity 3 (pg.57) Listen to an article</p>	<ul style="list-style-type: none"> Read an information text e.g. newspaper article/ investigative report/ editorial Comprehension <p>Activity 2 (pg. 56) – Conduct an interview Activity 4 (pg. 58) Read an investigative report</p>	<ul style="list-style-type: none"> Write a transactional text e.g. newspaper article/ investigative report/ editorial <p>Activity 5 (pg. 60) Write an investigative report</p>
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 5: Become a first-class investigator (pg. 52) In this unit learners look at different attitudes to do with school uniforms and think about alternatives. We learn how to do a survey and write up an investigative report.	Activity A (pg. 52) – Listening to opinions	<p>Activity C (pg. 55) – Read an investigative report Activity D (pg. 57) – Look at the language of reports</p>	Activity F (pg. 60) – Write an investigative report
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 5: R-E-S-P-E-C-T (pg. 50) In this unit learners will explore the topic of respect. They will think about what it means to be respectful and what kind of consequences there are when we are disrespectful.	<p>Activity 1 (pg. 51) – Share ideas and opinions about a story Activity 3 (pg. 57) – Listen to a presentation and make notes</p>	Activity 2 (pg. 56) – Read and answer questions about various information texts	Activity 4 (pg. 60) – Write a formal report
<i>Clever English</i> <i>Macmillan South Africa</i>	Unit 5: The Queen's English (pg. 60) In this unit you are going to read about three men who had their eyes set on something more valuable than a gold medal – a crown and the throne of England! Put on your time travel caps – we are going back to the time of the Vikings, who were feared by all, of knights and soldiers and of a king who died on the battlefield with an arrow in his eye.	<p>Activity 1 (pg. 61) – Listen to a reading and answer questions Activity 2 (pg. 62) – Discuss answers in groups</p>	Activity 4 (pg. 65) – Read a report and answer questions	Activity 6 (pg. 68) – Write an investigative report

Plan Your Lessons For Term 1 Cycle 4

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 21)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Revision		
		W&P	30 min	Revision		
	3	W&P	60 min	Revision		
	4	W&P	30 min	Revision		
	W&P	30 min	Revision			
5	L&S	60 min	Oral Presentations			



Curriculum Planner: Cycle 5

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 2: Speaking out (pg. 21) This chapter explores the topic of speeches and speech making – the aims of the speech, methods of persuasion and famous speeches. In this chapter learners will listen to, read, write and present a speech.	<ul style="list-style-type: none"> Listen to prepared speech Deliver prepared speech Activity 1 (pg. 22) – Listen to a speech Activity 2 (pg. 22) – Discuss the speech Activity 10 (pg. 31) – Give a prepared speech	<ul style="list-style-type: none"> Read written/visual text Read an obituary Activity 4 (pg. 24) – Read a speech Activity 5 (pg. 26) – Answer comprehension questions	<ul style="list-style-type: none"> Write an obituary Activity 9 (pg. 29) – Write a speech
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 2: The power of speech In this unit, learners will look at how speeches are made to be memorable and enticing. They will listen to and read some speeches and write a speech of their own.	Activity 10: Give a prepared speech Activity 1: Listen to a prepared speech by an influential member of society	Activity 4: Read an extract from Mandela's speech Activity 6: Read a written text for comprehension	Activity 8: Write a prepared speech
<i>Spot on</i> Pearson Marang	Module 2: So to speak (pg. 23) Speeches can inspire and motivate people. They can also make people angry or bored. This module learners will look at the way language is used to manipulate us.	Activity 1.1 (pg. 14) Listening to a speech Activity 2.1 (pg. 15) Reading a passage intensively	Activity 2.1 (pg. 153) – Read an extract and answer questions	Activity 5.1 (pg. 156) – Choose a topic and start planning an essay
<i>Platinum</i> Maskew Miller Longman	Chapter 2: Science around us (pg. 15) Science is human knowledge of how the world works. Scientists study many things from the stars in space to the food we eat. Science is about making discoveries, testing out theories and proving these theories. In this chapter learners will explore a few scientific topics and write a speech of their own.	Activity 2 (pg. 16) Listen to a prepared speech Activity 3 (pg. 17) Read a speech	Activity 4 (pg. 19) Read a picture story Activity 6 (pg. 24) Present a prepared speech	Activity 5 (pg. 23) Write a speech

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Top Class Shuter & Shooter</i>	Unit 2: Words with wings (pg. 14) In this unit, we focus on speeches that inspire others: we listen to a speech, read and write about what makes a good speech.	<ul style="list-style-type: none"> Listen to prepared speech Deliver prepared speech Activity A (pg. 14) – Listen to a speech Activity B (pg. 15) – Language used in inspirational speeches FAT 1 (pg. 20) – Deliver a prepared speech	<ul style="list-style-type: none"> Read written/visual text Read an obituary Activity D (pg. 16) – Read a speech	<ul style="list-style-type: none"> Write an obituary Activity E (pg. 20) – Writing a speech
<i>Via Afrika Via Afrika</i>	Unit 2: Play the game (pg. 18) Playing games and sports is good for your health and your mood. Unit 2 looks at different texts involving sports.	Activity 2 (pg. 20) – Listen to a text and answer questions Activity 5 (pg. 25) – Present a speech	Activity 6 (pg. 25) – Read and answer questions about a text	Activity 4 (pg. 24) – Write a speech
<i>Clever English Macmillan South Africa</i>	Unit 2: The gift of the gab (pg. 14) Is making a speech at the top of your things I dread most list? Do your palms start to sweat and your knees shake when you stand in front of your classmates? Relax – here are a few secrets to writing and presenting a good speech	Activity 1 (pg. 15) – Listening comprehension Activity 2 (pg. 17) – Write a speech	Activity 3 (pg. 20) – Read a text and answer the questions	Activity 6 (pg. 23) – Write a speech

Plan Your Lessons For Term 1 Cycle 5

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 24)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
R&V		30 min	Shared Reading First Read			
2	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
		R&V	30 min	Comprehension		
	1	R&V	30 min	Shared Reading Post-Read		
2		W&P	30 min	Revision		
	3	W&P	30 min	Revision		
4		W&P	60 min	Revision		
	5	W&P	30 min	Revision		
					Oral Presentations	

Official Tracking of Curriculum Coverage

In order to standardise the tracking of curriculum coverage, the DBE is implementing an *Annual Teaching Plan Guide* for Home Language and EFAL to ensure that all teachers cover a minimum number of informal or formative activities every year.

Please note that the requirements are the same for both Home Language and EFAL.

- The purpose of this guide is to ensure that proper attention is given to informal and formative activities, as well as to the specified formal assessment tasks.

The first form that follows is the official **DBE Annual Teaching Plan Guide** for EFAL.

- This gives you a clear idea of the minimum number of informal or formative activities that must be completed over the course of the year.

The second form is a simple **ATP Tracker** for EFAL.

- This form provides space for you to keep a record of the required activities for the term.
- It also has space to record the date for each activity, as an easy reference for verification.

The DBE will soon require this data to be captured on the SA SAMS system.

- This form includes all the details required for this process.
- It is good practice to start recording the required data from this point onwards.

CAPS ANNUAL TEACHING PLAN GUIDE HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE SUGGESTED MINIMUM NUMBER OF INFORMAL / FORMATIVE ACTIVITIES COMPLETED BY THE LEARNER																			
Informal / Formative Activities	Total	Sample of activities should be moderated to ensure quality Departmental Heads School Management Team Subject Advisors	Term 1 10 weeks			Term 2 8 weeks			Term 3 10 weeks			Term 4 8 weeks		Comment on Coverage and the Quality of Activities					
			Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov		Dec				
Total number of informal activities: Languages	105	Term	Activity																
		Term 1	31																
		Term 2	23																
		Term 3	31																
		Term 4	20																
Total number of Listening and Speaking (Oral) informal activities	31	There should be a total of 31 informal activities to cover enough depth of Listening and Speaking skill over 36 weeks period for Terms 1–4:	1	4	4	1	4	2	1	4	4	1	2	1	2	1	2	0	
Total number of Reading Comprehension informal activities	16	There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1–4.	1	2	2	1	2	0	1	2	2	1	2	1	2	1	2	0	
		<ul style="list-style-type: none"> 15 listening and speaking activities; 16 reading aloud activities; and Different oral activities should be covered (avoid repetition). 																	
		<ul style="list-style-type: none"> Reading comprehension activities should be as follows: <ul style="list-style-type: none"> 7 x Literary / Non-literary text; 5 x Visual text; and 4 x Summary. Barrett taxonomy of 40:40:20 should be applied. <ul style="list-style-type: none"> Level 1 (Literal) – 20%; Level 2 (Reorganisation) – 20%; Level 3 (Inference) – 40%; and Level 4 / 5 (Evaluation or Appreciation) – 20%. Coverage of different reading comprehension strategies. 																	

Total number of Literature informal activities	11	<p>There should be a total of 11 literature informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> Semester 1: <ul style="list-style-type: none"> Poetry Folktales Novel Semester 2: <ul style="list-style-type: none"> Poetry Short stories Drama For extended reading there should be a reading card that prescribes the number of pages that learners should read per day per Grade (Homework to inculcate the culture of reading). <ul style="list-style-type: none"> Grades 7–9: 15 pages. <p>The reading card should have a signature of the parent, guardian, or an elder brother / sister / cousin / neighbour, etc. (to accommodate different family contexts).</p>	1	1	1	1	1	1	1	1	1	1	1	0	
Total number of Writing informal activities	16	<p>There should be a total of 16 writing informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> 1 Essay in Terms 1, 2 and 4 1 Story or poem or documentary in Term 3 The other 12 informal written activities are all transactional. Different transactional texts should be covered (avoid repetition). All informal written activities should consist of both process writing evidence as well as a final product. 	1	2	2	1	2	2	1	2	2	1	2	0	

Total number Language Structures and Conventions informal activities	31	There should be a total of 31 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1–4 <ul style="list-style-type: none"> • Language Structures and Conventions informal activities should be spread to cover: <ul style="list-style-type: none"> • Word level • Phrases • Clauses • Sentences • Paragraphing • Critical language awareness 	1	4	4	2	4	4	1	4	1	4	2	4	4	0	
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CAPS ANNUAL TEACHING PLAN GUIDE
ENGLISH FIRST ADDITIONAL LANGUAGE
TRACKING OF MINIMUM INFORMAL ACTIVITIES COMPLETED
TERM 1

Listening & Speaking (Oral) informal activities 4 x L&S 5 x Read Aloud	Term 1 9 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	4	4						
	Actual									
Reading & Comprehension informal activities 3 x Literary / Non-Literary 1 x Visual 1 x Summary	Term 1 5 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	2						
	Actual									
Literature informal activities 3 x Activities (choose from Poetry, Folktales or Novel)	Term 1 3 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	1	1						
	Actual									
Extended / Independent Reading	Target	15	15	15	(average number of pages read by learners per day, monitored by parent or guardian using reading card)					
	Actual									
Writing informal activities 1 x Essay 4 x Transactional	Term 1 5 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	2						
	Actual									
Language Structure & Conventions informal activities 9 x Activities	Term 1 9 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	4	4						
	Actual									



Programme of Formal Assessment

- There are 3 formal assessment tasks for Grade 8 Term 1.
- Please complete these tasks as detailed below.
- These examples may be used as is or adapted for your context.

FORMAL ASSESSMENT TASK	ACTIVITY	MARKS	DATE COMPLETED
1	Read aloud (see rubric below)	20	<i>Listen to individual learners read aloud throughout the term. This can be completed in Term 2.</i>
2	Write a narrative or reflective essay (see rubric below)	30	<i>To be written during the course of the term.</i>
3	Response to text (see assessment task and memorandum below)	50	<i>Activities for this task do not have to be written in one session.</i>
Total		100	

Term 1 Assessment Tasks, Tools & Memoranda

FAT 1 READ ALOUD					
MARKS	Maximum total of 20				
OBJECTIVE	Demonstrates oral reading fluency and reading for meaning				
IMPLEMENTATION	Listen to individual learners read a standardised text throughout Terms 1 & 2				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
READING WITH MEANING 10 MARKS Demonstrates an understanding of the passage	1-2 The learner struggles to understand the passage. No reading for meaning.	3-4 The learner understands some of the passage. Struggles to respond to the questions.	5-6 The learner understands most of the content and topic of the passage. Can respond to some of the questions.	7-8 The learner understands the content and topic of the passage very well. Can read with meaning. S/he responds well to the questions.	9-10 The learner clearly understands the content and topic of the passage. Reads exceedingly well with meaning and has clear ideas and responds well to the questions.
FLUENCY and EXPRESSION 10 MARKS Passage is fluently read Voice is projected Words clearly enunciated Good use of pause Maintenance of audience rapport	1-2 The learner struggles to read. There is no expression, and the pace is too slow and faltering. Words mispronounced and no understanding of pauses or projection.	3-4 Learner tries but reads hesitatingly, without fluency or meaningful expression. S/he needs assistance. No connection with audience.	5-6 Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting and assistance. Does not connect with audience.	7-8 Learner reads mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Uses pauses to help make meaning. Connects with audience.	9-10 Learner reads the passage fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Uses pauses and shows an understanding of how punctuation enhances meaning. Connects well with audience.

Choose ONE writing task for FAT 2 – NARRATIVE or REFLECTIVE

FAT 2 NARRATIVE ESSAY (SUGGESTED RUBRIC)					
MARKS	Maximum total of 30				
CONTENT	0–2	3–4	5–6	7–8	8–10
10	The learner's response is irrelevant to the topic and is not a story.	The learner's response is not totally relevant to the topic, but the learner has got the idea of a story.	The learner's response is relevant to the topic and there are characters and a plot.	The learner's response is interesting. An effort has been made to be original. There are characters and there is a conflict in the story. The topic is handled creatively.	The learner's response is interesting and catches the reader's attention. There are characters and there is a conflict or tension which is resolved. It exceeds expectations.
STRUCTURE	1	2	3	4	5
5	The essay is not organised into a beginning, a middle and an end. There are no paragraphs. There is no connection between the ideas presented.	The essay has attempted to use paragraphs with a logical flow. But many ideas seem to be missing. The ideas are not connected.	The essay has a beginning, a middle and an end. There are paragraphs but they are not fully developed. The ideas are not well-connected.	The essay is organised and the story has a solid structure developed through paragraphs. The ideas are connected and the essay flows well.	The essay is well organised into an introduction, development of the plot and an ending. The learner has used paragraphs. The ideas are well connected and the essay flows very well.
PLANNING	1	2	3	4	5
5	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.

FAT 2 NARRATIVE ESSAY (SUGGESTED RUBRIC)					
EDITING / LSC	0-2	3-4	5-6	7-8	8-10
10	The learner has not used adverbs or adjectives. There is no direct speech. The learner does not edit their own work.	The learner has tried to use adverbs and adjectives. The learner has tried to make the characters speak. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses adverbs and adjectives. There is an attempt at direct speech. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses adverbs and adjectives. The direct speech adds to the story. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses adverbs and adjectives. Direct speech is effective. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FAT 2 REFLECTIVE ESSAY (SUGGESTED RUBRIC)					
MARKS	Maximum total of 30				
CONTENT	0-2	3-4	5-6	7-8	8-10
10	The learner's response is irrelevant to the topic, confused and vague.	The learner's response is not totally relevant to the topic, but the learner has retold an incident. Still unclear and confusing.	The learner's response is relevant to the topic and satisfactory. There is an attempt at reflecting on an incident.	The learner's response is interesting and shows a good understanding of the task. The topic is handled creatively.	The learner's response is excellent. The learner has retold and described an incident. The learner has reflected on their feelings and thoughts after the incident. It exceeds expectations.
STRUCTURE	1	2	3	4	5
5	The essay is not organised. There are no paragraphs. There is no connection between the ideas presented.	The essay has attempted to use paragraphs with a logical flow. But many ideas seem to be missing. The ideas are not connected.	The essay has paragraphs, but they are not fully developed. The ideas are not well-connected.	The essay is organised and has a logical structure describing and then reflecting on the incident. The ideas are connected through the paragraphs and the essay flows well.	The essay is well organised. The learner has used well-written paragraphs. The ideas are well connected and the essay flows very well.

FAT 2 REFLECTIVE ESSAY (SUGGESTED RUBRIC)					
PLANNING	1	2	3	4	5
5	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	0-2	3-4	5-6	7-8	8-10
10	The learner has not written in the first person. The language and tone are not appropriate. The learner does not edit their own work.	The learner has tried to use the first person to tell about the incident. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses the first person and is starting to create the correct reflective tone. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses the first person. The language and tone show a sense of looking back and reflecting on something that happened. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner writes in the first person. The learner describes an incident and then reflects on it and reveals thoughts and feelings from the incident. Mature and appropriate. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FAT 3 RESPONDS TO TEXT	
MARKS	Maximum total of 50
OBJECTIVE	<ul style="list-style-type: none"> • Literary/Non – literary text (20 marks) • Visual text (10 marks) • Language Structures and Conventions (20 marks)
IMPLEMENTATION	These assessments do not have to be written in one session.
ACTIVITY	<ol style="list-style-type: none"> 1 Hand out the assessment tasks to learners. 2 Read through the texts and papers once. 3 Explain what is required of learners. 4 Collect the assessments and mark them using the memoranda provided.

Term 1 FAT 3 Response to Texts

PART A: READING COMPREHENSION

NAME: _____

INSTRUCTIONS:

- Read the text below twice.
- Answer the questions that follow.

	Living longer	
1	<p>Kane Tanaka is the world's oldest living person. She was born on the 2 January 1903 in the village of Wajiro, in Japan. She was the third daughter and seventh child of her parents, Kumayoshi and Kuma Ota. Kane married Hideo Tanaka in 1922 and they had two sons and two daughters. The couple also adopted a third daughter (the second daughter of Hideo's sister). Sadly, Kane's eldest daughter died shortly after birth and her second daughter died at the age of one in 1947, while her adoptive daughter died in 1945 at the age of 23 from an unknown illness. The couple worked in a food shop selling sweet bean soup and noodles.</p>	
2	<p>After World War II, Kane converted to Christianity because of the influence of pastors who were there because of the United States military. Kane retired at the age of 63 and travelled to the United States to visit her relatives. Her husband died in 1993 at the age of 90, after 71 years of marriage. Since 2018, Kane has been living in a nursing home in Higashi-ku, Fukuoka. In March 2019, Tanaka was officially presented with the 'World's Oldest Living Person' and 'World's Oldest Living Woman' titles by the Guinness World Records. According to reports, she was still in good health on her 118th birthday. She likes to take short walks in the corridors in the nursing home and her hobbies include calligraphy and solving mathematics problems.</p>	
3	<p>Kane has had several major illnesses including cancer and had to have surgery at the age of 103. In an interview at the age of 114, Kane said she would like to live to the age of 120. She claims her faith in God, her family, sleep, hope, eating good food, and practicing mathematics have helped her live a long life. Kane was supposed to hold the Olympic torch at the 2020 Summer Olympics, but she withdrew because she was worried about rising COVID-19 cases in Japan.</p>	
4	<p>Life expectancy has increased dramatically around the globe. In 1841, a baby girl was expected to live to just 42 years of age, a boy to 40. Nowadays, on average, a baby girl can expect to reach 75 a boy, 70. This is due to several reasons many of them are to do with children's chances of surviving their first 5 years. Even though for many people today life is hard, these days there is better nutrition, vaccinations, safer and cleaner living conditions, and advancements in medical treatments.</p>	
5	<p>So, the question is, what do we do with these extra years? Does a long life mean a happy life? How can we ensure we add quality to our years? What are the potential problems with people living longer? Societies have to re-think many aspects of life so that future retirees can relax and enjoy their golden years.</p>	

QUESTIONS:

- 1 How old is the world's oldest living person?** (1)
The oldest living person is...
- 2 How many children did Kane and Hideo have in total?** (1)
They had...
- 3 Why is it ironic that Kane's daughters died so young?** (2)
It is ironic because...
- 4 True or false: Kane stayed one religion her whole life.**
Give a reason from the text to support your answer. (2)
The statement is... because...
- 5 Kane lists several reasons that she lived for so long. Name two.** (2)
... and ...
- 6 Can you infer how Kane felt when she had to go to hospital and have surgery at the age of 103?** (2)
I infer she felt...
- 7 Why did Kane not hold the Olympic torch in 2020?** (1)
She did not hold the Olympic torch because...
- 8 Would you like to live to be 100 or older? Why or why not?** (2)
I would/would not, because ...
- 9 What would be an advantage to living so long and what would be a disadvantage?** (2)
An advantage to living so long would be...
A disadvantage to living so long would be...
- 10 Evaluate what life was like in the 1840s for the average person?** (2)
I think life in the 1840s would have been... because...
- 11 What are some things that society would have to consider if the population is living longer? Explain your answers.** (2)
Society needs to consider...
- 12 What word in the text means someone who is no longer working? (Paragraph 5)** (1)
...

[TOTAL: 20]

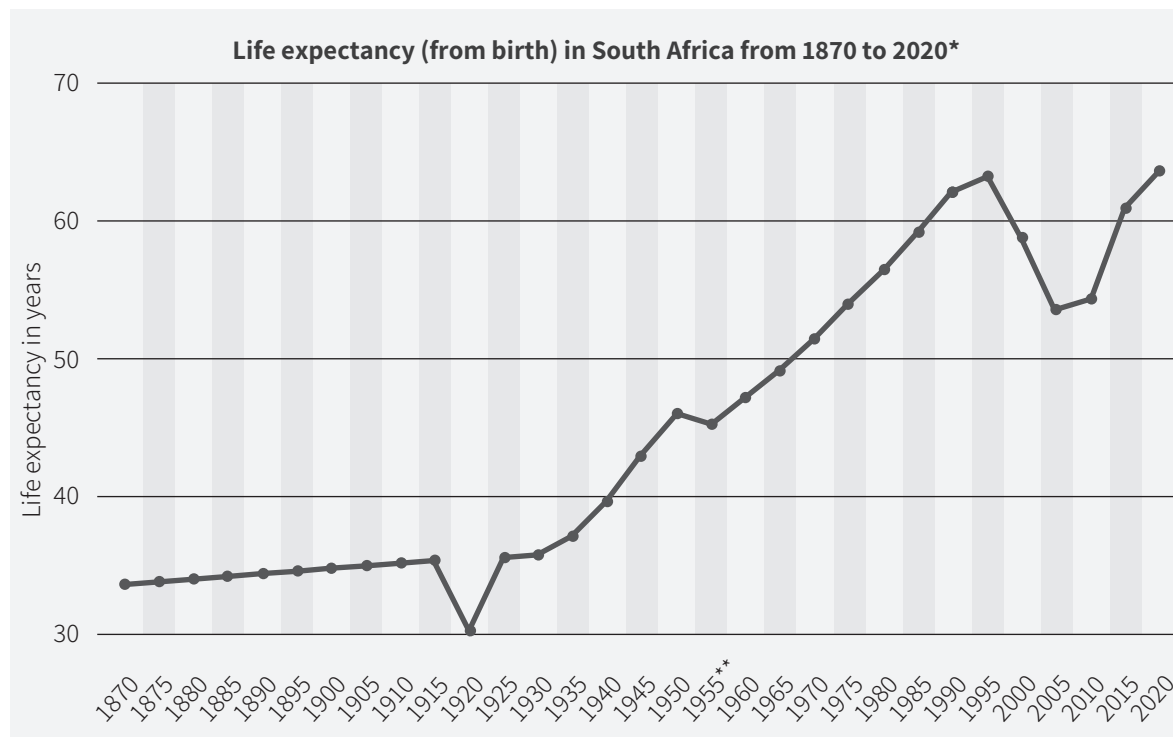
Term 1 FAT 3 Response to Texts

PART B: READING COMPREHENSION – VISUAL TEXT

NAME: _____

INSTRUCTIONS:

- Look at the image below.
- Answer the questions that follow.



<https://www.statista.com/statistics/1072248/life-expectancy-south-africa-historical/>

Life expectancy: the length of time a person can expect (predict/guess) to live

QUESTIONS:

- 1 Until what age could the average South African expect to live to in 1870 and in 2020? (2)**
1870 – ... years
2020 – ... years
- 2 In which year was the life expectancy the lowest for South Africans? (1)**
...
- 3 In which year could South African expect to live to be 40 years old? (1)**
A South African could expect to live to 40 years old in ...
- 4 True or False: As the 20th century went on, South Africans could expect to live shorter lives. (2)**
Give a reason for your answer.
True/False, because...
- 5 What do you think might have been a reason why the life expectancy dropped between 1995 and 2015? (1)**
I think a reason could be...

- 6 Do you think in the future South Africans will be able to live longer? Why? (What does the direction of the graph tell you? What changes are happening in our society?) (2)**

I think South Africans will/will not be able to live longer, because...

- 7 Choose the correct word to complete the idiom:**

I know he will not pay me the money back next week, I wasn't born...

a today

b yesterday

c tomorrow

(1)

...

[TOTAL: 10]

Term 1 FAT 3 Response to Texts

PART C: LANGUAGE IN CONTEXT

NAME: _____

INSTRUCTIONS:

- Answer the questions that follow.

QUESTIONS:

1 Change the following sentences into the simple present tense:

- a The couple worked in a food shop selling sweet bean soup and noodles. [1]
b Kane has been living in a nursing home in Higashi-ku, Fukuoka. [1]

2 Change the following sentences into the past progressive:

- a Kane converted to Christianity. [1]
b She was worried about rising COVID-19 cases in Japan. [1]

3 Change the following into the future tense:

- a Life expectancy has increased dramatically around the globe. [1]
b What are the potential problems with people living longer? [1]

4 Change the sentence into the active voice:

In March 2019, Tanaka was officially presented with the 'World's Oldest Living Person' title by the Guinness World Records. [1]

5 Reread the text and find and write down an example of:

- a a superlative adjective _____ (parag 1)
b a pronoun _____ (parag 2)
c a conjunction _____ (parag 3)
d an adverb _____ (parag 4) [4]

6 Even though for many people today life is hard, these days there is better nutrition, vaccinations, safer and cleaner living conditions, and advancements in medical treatments.

(comparative forms of the adjective)

Fill in the correct form of the adjective: descriptive, comparative or superlative.

- a Today we have (good) medical treatments than ever before in history.
b Kane was (old) than her husband, because he died at 90. [2]

7 Fill in the apostrophes correctly.

My grandmothers stories tell that shes lived a long life. [2]

8 Change the following from indirect speech into direct speech:

- a Kane said that it was her family, sleep, hope, eating good food, and practicing mathematics that have helped her live a long life. [2]

9 Underline the conjunction (linking word) to join the main and dependent clause so that the sentence makes sense: [1]

Kane and Hideo had five children (nor /but /so/while) three of them died young.

10 Find a synonym for 'journeyed' in paragraph 2. [1]

11 Create the antonym of 'officially' by adding a prefix (paragraph 2). [1]

12 Choose the idiom that fits best.

You never know if today will be your last, so (for your whole life) you should live with integrity and not waste a day!

- a** live life in the fast lane
- b** dig your own grave
- c** from the cradle to the grave

[1]

[TOTAL: 20 MARKS]

Grade 8 Formal Assessment Task 3 Memorandum

TERM 1 FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS

PART A: READING COMPREHENSION

- 1 The oldest living person is 118 years old. [1]
- 2 They had 5 children. [1]
- 3 It is ironic because she is still alive and the oldest person on earth, but her daughters died at very young ages. [1]
- 4 The statement is false because she converted to Christianity, so she must have been another religion first. [2]
- 5 her faith in God/ her family sleep/ hope /eating good food /practicing mathematics – any TWO [2]
- 6 I infer she felt scared/worried/tired/sore/weak *any other appropriate response* [2]
- 7 She did not hold the Olympic torch because she was worried that she might get Covid as there were many cases in Japan. [1]
- 8 I would/would not like to live to be 100, because ... *learner's own response with reason* [2]
- 9 An advantage to living so long would be trying new things/having new medical technology / people would respect you /people do things for you/ you are famous/being able to see people grow up/*other appropriate responses.*
A disadvantage to living so long would be your body is weak and frail/you need people to help you do things/you feel left out from the rest of society/ *other appropriate responses.* [2]
- 10 I think life in the 1840s would have been hard/unsafe/bad medical treatments/unhealthy food because so many babies died young/ people did not live as long as they do now / *other appropriate responses.* [2]
- 11 Society needs to consider how to have suitable accommodation with health care and other facilities and services/ more old age homes for old people/better medical treatment/ entertainment for old people/pensions and money so that people can live after they have retired/finished working/ *other appropriate answers.* If people are living longer lives, then society will have to think about how to best look after the aging population so that these years will be happy, and not years of suffering./ *other appropriate answers.* [2]
- 12 'retirees' [1]

[TOTAL MARKS: 20]

PART B: READING COMPREHENSION – VISUAL TEXT

- 1 Until what age could the average South African expect to live to in 1870 and in 2020? [2]
1870 – approximately 34 years
2020 – approximately 61 years
- 2 1920 [1]
- 3 A South African could expect to live to 40 years in 1940. [1]
- 4 False, because the graph shows how the life expectancy went up from 1920 onwards. [2]
- 5 I think a reason could be many people died from HIV/AIDS / violence in the country /*other answers that show good reasoning.* [1]
- 6 I think South Africans will be able to live longer, because medical treatments are improving/more people are aware of living healthy lives and having a healthy diet/ *other reasonable answers.*
I think South Africans will not be able to live longer lives because of Covid/ violence in society/ unhealthy lives/diseases like TB and diabetes/more stress/ *other reasonable answers.* [2]

- 7 Choose the correct word to complete the idiom:
I know he will not pay me the money back next week, I wasn't born...
b yesterday

[TOTAL MARKS: 10]

PART C: LANGUAGE IN CONTEXT

- 1 Change the following sentences into the simple present tense:
a The couple works in a food shop selling sweet bean soup and noodles. [1]
b Kane lives in a nursing home in Higashi-ku, Fukuoka. [1]
- 2 Change the following sentences into the past progressive:
a Kane was converting to Christianity. [1]
b She was worrying about rising COVID-19 cases in Japan. [1]
- 3 Change the following into the future tense:
a Life expectancy will increase dramatically around the globe. [1]
b What will be the potential problems with people living longer? [1]
- 4 Change the sentence into the active voice:
The Guinness World Records officially presented Tanaka with the 'World's Oldest Living Person' in March 2019. [1]
- 5 Reread the text and find and write down an example of:
a a superlative adjective – oldest /eldest
b a pronoun – her/she
c a conjunction – but
d an adverb – dramatically [4]
- 6 Fill in the correct form of the adjective: descriptive, comparative or superlative.
a Today we have better medical treatments than ever before in history.
b Kane was older than her husband, because he died at 90. [2]
- 7 Fill in the apostrophes correctly.
My grandmother's stories tell that she's lived a long life. [2]
- 8 Change the following from indirect speech into direct speech:
'The things that have helped me live a long life are my family, sleep, hope, eating good food, and practicing mathematics,' said Kane. [2]
- 9 Underline the conjunction (linking word) to join the main and dependent clause so that the sentence makes sense: [1]
Kane and Hideo had five children (nor /**but** /so/while) three of them died young.
- 10 'travelled' [1]
11 unofficially [1]
12 You never know if today will be your last, so (for your whole life) you should live with integrity and not waste a day!
c from the cradle to the grave [1]

[TOTAL MARKS: 20]